DOCUMENT RESUME

ED 203 666 FL 012 338

TITLE Spanish K-Grade 2: A Guide for Teachers.
INSTITUTION Texas Education Agency, Austin. Div. of Curriculum Development.
PUB DATE 81
NOTE 48p.
AVAILABLE FROM Second Language Section, Texas Education Agency, 201 East 11th Street, Austin, TX 78701 ($1.00).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Class Activities; Cultural Activities; Educational Games; Educational Objectives; Experiential Learning; *Ples; *Learning Activities; Primary Education; *Second Language Instruction; *Spanish

ABSTRACT

This guide identifies objectives for the teaching of Spanish in kindergarten through Grade 2 and provides ideas for developing language and culture skills in children. Included are: (1) a rationale for beginning second language study in the primary grades; (2) a description of the characteristics of five- to seven-year-olds and the type of program development that the characteristics indicate; (3) program objectives; and (4) learning activities for each grade level. The emphasis is on listening and speaking skills development. Appendices include instructions, drawings, vocabulary lists, and other basic material and information needed for the activities in the main part of the guide. A list of further references concludes the volume. (Author/AMH)

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Spanish K-Grade 2: A Guide For Teachers

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Division of Curriculum Development
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Austin, TX 78701

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Foreword

Spanish K-Grade 2: A Guide for Teachers is part of a new second language framework for Texas schools. Other components of the framework include guidelines for the teaching of second languages in secondary schools and additional publications that relate to the second language curriculum. Experienced teachers of successful second language programs assisted in the writing and field testing of these documents.

Through such publications, the Texas Education Agency provides leadership to administrators and second language educators for designing local curriculum. Our hope is that the use of these materials will allow students to develop competence in another language and an appreciation of the culture, language, and lifestyle diversities of others, two of the goals for public school education in Texas established by the State Board of Education.

Alton O. Bowen
Commissioner of Education

Acknowledgments

The material presented in this publication was developed in large part by the following teachers who were members of a writing committee:

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Introduction

The purpose of *Spanish K-Grade 2: A Guide for Teachers* is to identify program objectives for the teaching of Spanish in kindergarten through Grade 2 and to provide ideas for developing language and culture skills in children. The *Guide* is designed to assist individual teachers in planning a beginning program (sequential or nonsequential), a unit of work, or daily classroom activities.

Included are a rationale for beginning second language study in the primary grades, a description of the characteristics of five- to seven-year-olds and the type of program development that the characteristics indicate, program objectives, and learning activities for each grade level. The learning activities, while grouped by grade level, may in actuality be used earlier or later whenever teachers deem them developmentally appropriate for their students. Throughout the primary grades, emphasis is on listening and speaking skills as reading and writing are not introduced until those skills are first developed in the native language.

Appendixes and a list of selected references are also included for the use of the teacher.

Why SLES?

The concept of second language study for elementary school children is not new. Second languages in the elementary school (SLES) have enjoyed periods of popularity in the United States. Since the appearance of bilingual programs in recent years, the number of children studying a second language has increased dramatically. Children studying Spanish in the elementary grades comprise 31 percent of the total Spanish enrollment in Texas. Trends in enrollment indicate a growth spiral since 1974-75.

The rationale for initiating a second language program is based on assumptions of various researchers. Some claims of early SLES proponents about the advantages of starting study in the elementary grades have been discounted. However, recent research findings* provide data that support the following contentions:

- The early introduction of a second language aids in the development of native-like pronunciation.
- The study of a second language does not impair the general achievement or the native language progress of children.
- SLES study results in the development of divergent thinking abilities such as fluency, flexibility, and originality.
- Success in developing second language skills—listening, speaking, and writing—at the secondary level is greater for SLES students who have four or six years of prior study.

Child psychologists agree that intercultural education plays an important role in child development. Cultural pluralism is seen as contributing greatly to the cognitive development of the child. Piaget, the noted child psychologist, theorizes that the major thrust of cognitive development is realized when one comes into contact with ideas or experiences that challenge one's present way of viewing the world. A recent study that addresses the role that a second language plays in developing a child's intercultural attitude indicates that there may be a direct relationship between speaking and learning languages and one's own attitudes and hence suggests that children should be exposed to a second language. Another study concludes that SLES pupils have significantly more positive attitudes toward the target culture they study than does the non-SLES group.

Certainly, many of the reasons for including second language study as a part of the elementary school curriculum can be justified by research. However, the local community may determine a need for adding a particular language to its school offerings.

Elementary schools in Texas usually have one of two types of second language programs. One type is a sequential program of study, articulated with secondary school courses, that begins the development of the language skills—listening, speaking, reading, and writing. Of equal importance as the active-passive skills in this program is the introduction of culture study with emphasis on cultural relativity, i.e., the alternate ways cultures have of doing things.

*See Dwayne Adcock, "Foreign Languages in Elementary and Emerging Adolescent Education" in the bibliography.

Some schools choose to offer nonsequential second language programs. These programs introduce pupils to the experience of language without necessarily stressing equal development of all four skills and the study of culture. In some instances, the regular classroom teacher teaches this type of second language class because proficiency in the target language is not prerequisite to this type of program.

One nonsequential elementary program that has been offered in Texas schools has attempted to aid the child's native language development, especially in the areas of vocabulary and reading. These programs study English through Latin and have been taught by Latin specialists and by regular classroom teachers.

The program a school district chooses usually depends on a variety of things. One of the most important considerations is resources—human and material. Depending on the personnel available to the district and the materials on hand, a school district opts for the type of program that it can support.

Characteristics of Growth and Development And Program Implications

Motor Development

Five-year-olds like physical activity—running, jumping, tumbling, lifting, carrying, digging, pulling, pushing, etc. They have a high degree of large muscle coordination but usually are less developed in their small muscles (writing, cutting, pasting, coloring, stringing, etc.). Their coordination is developing slowly. Children at this stage, however, are responsive to rhythms and physical routines.

Structural growth in six-year-olds is moderate and steady. These children crave vigorous activity. They are interested in speed, but their reaction time is slow. Eye focus is not fully developed; therefore, activities involving objects and targets are good.

Seven-year-olds have moderate structural growth. They have increased muscular strength and better coordination. Their abundant vitality suggests vigorous physical activity.

Social and Emotional Development

Young children are individualistic and enjoy an opportunity to perform by themselves. They are interested in who people are and what they do. They play well in small groups as they like the companionship of other children. They tend to be possessive, however, and require activities where they learn to share and take turns.

Emotional reactions vary at this age; some are shy and avoid group activity, and others are self-assertive and domineering. They like frequent approval from adults. Success or failure is felt by what adults seem to expect of them. They find security in a definite routine, but are beginning to be able to be more flexible.

The home provides a strong emotional link for five-, six-, and seven-year-olds. Distinguishing right and wrong by adult standards is not always possible. The children thrive on trust, fairness, and standards they can achieve.

Intellectual Development

Curiosity makes young children explore the classroom environment, examine objects and materials around them, make things, and take them apart. The average attention span for activities they select is 14 to 20 minutes. Their favorite activities may include all kinds of stories about nature, about things they know, and books that give information. Adult-directed activities usually command a shorter attention span, however.

The children are not fully ready for much precise or close-range work or for lengthy concentration. They require many concrete experiences to give meaning to what they hear and read. Their interests are transitory and self-centered, tending to focus on the here and now. They have only limited concepts of time, space, and distance, and their goals, too, are usually immediate.

Implications for SLES

Most child psychologists agree that five-year-olds like to name objects, define words, and learn new words. The six-year-old seems to enjoy role-playing and learns language primarily through personal involvement in dramatic play. The seven-year-old appears to be more critical, more skeptical, and curious about word meanings and their spelling.

Young children enjoy language experiences. They are ready to learn, to listen, and to communicate orally in playful and dramatic situations. This readiness for language can be used to advantage in the introduction to a second language and in the development of activities for such an experience.

Activities

The literature in second language teaching/learning provides information that must be considered when planning activities for young children. For example, research indicates that both first and second language learners seem to learn language to communicate important messages. Most learners, therefore, understand something about the words; and, if they desire to communicate something about that understanding, they learn the linguistic expression needed.

No one learns language only as a series of vocabulary words, or as a series of sounds, or as parts of speech, or as sentence structures. Rather, the form of a specific language is learned as the learner communicates the message. The instructional model appears to begin with acquisition via intensive listening and gradually, as the individual's comprehension of the language becomes more sophisticated, makes a transition to producing the language and to learning about the language and how it operates.

Teachers should, therefore, provide the *context* in which language will take place naturally. Children should be immersed in the language and provided with continuing opportunities to listen to language in a variety of situations. Students and teachers should be actively involved in the language situation. Various types of individualized, small-group, and class experiences can be designed to develop linguistic skills. Children should be provided with activities that give them an opportunity to participate in the use of each skill. The following chart identifies specific examples of language use by skill.

Sample Activities

Each of the activities listed provides an opportunity to teach the culture if the activity is culturally relevant.

Listening	Speaking	Reading	Writing
• Following stories told or read by the teacher	• Participating in dramatic play	• Associating written words with pictures of objects and actions	• Copying written models
• Listening to stories on tape or record	• Participating in formal dramatizations	• Recognizing the written form of common expressions	• Writing from dictation
• Watching telecasts or videotapes	• Answering or asking questions	• Filling in missing words in familiar sequences, phrases, or sentences	• Rewriting dialog lines or narrative statements into a correct order
• Hearing the sound track of a film or filmstrip	• Making simple introductions or announcements	• Matching classmates with written names	• Filling in key letters left out of a word
• Listening to informal conversations of classmates and teacher	• Taking part in telephone conversations	• Arranging key phrases of familiar narratives or dialogs in sequence	• Writing the names of familiar objects or actions
• Following group or individual directions	• Giving directions for a game or activity	• Reading orally single words from dialog sentences	
	• Creating a story		
	• Telling a story using visual aids		
	• Reciting rhymes and poems		
	• Conversing with a peer or teacher		
	• Creating or reciting riddles		

Linguistic and Cultural Objectives For Children In K-Grade 2

One program type that is found in the elementary grades focuses on linguistic and cultural development. The objectives of this sequential curriculum are the four language skills—listening, speaking, reading, writing—and cultural appreciation presented in a balanced fashion. In the early grades, the aural-oral skills are primary because the child's reading and writing skills in the first language are barely developed. As mastery of the reading and writing skills in the first language becomes evident, these same skills in the second language are introduced and developed in the intermediate grades.

A listing of the linguistic objectives, excerpted from *Secondary Spanish Guidelines* (Texas Education Agency publication CU8 836 01), that can be met in the second language program of the primary grades is provided here. Activities appropriate for the age levels involved follow.

Listening

Students recognize and comprehend, at conversational speed, the general context and specific details of oral material—commands, instruction, riddles, stories—and the recombination thereof within the framework of previously learned material.

To demonstrate this recognition and comprehension, students should be able to:

- Hear and discriminate among the various Spanish vowel sounds
- Hear and discriminate among the various Spanish consonant sounds
- Hear and respond to Spanish intonation, stress, and rhythm
- Hear and comprehend linking of sounds and phrasing
- Hear and discriminate among the Spanish vowel clusters
- Hear and comprehend lexical items and content of material studied

Speaking

The speaking skills should generally parallel the listening skills except that the ability to produce should not be expected to equal the students' standard of aural comprehension and recognition.

To demonstrate speaking ability, students should be able to:

- Produce in stressed or unstressed syllables
  - single vowels without diphthongs

- diphthongs without separation

- Produce undistorted consonants in syllables
- Imitate authentic patterns of intonation, stress, rhythm, and linking
- Give information orally using appropriate grammatical forms
- Give information orally using word order characteristic of spoken Spanish

Reading

Students must be able to read with comprehension and without translation passages containing the active vocabulary already learned.

To demonstrate this ability, students should be able to:

- Draw meaning from the printed page through recognition of sight vocabulary

Writing

Students must be able to do simple writing containing the active vocabulary and previously learned grammatical concepts.

To demonstrate writing ability, students should be able to:

- Write in syllables, words, and sentences the graphic symbols that stand for the sounds of the language

Culture

The concept of culture, as used in the second language class, is the totality of the ways of life of a language community. Language is the central feature of culture, the basic medium for its expression. Because language and culture occur simultaneously, the meaning of any utterance is the combination of the sound, grammatical, lexical, and cultural systems reflected in it. For this reason, the teaching of language and of culture cannot be separated.

To avoid stereotyping and prejudicial attitudes toward speakers of Spanish, the teacher must emphasize cultural similarities as well as differences. The Spanish-speaking community of Texas offers the first and most available opportunity to study and appreciate another culture and, as such, can lead to an empathy for other cultures.

In any study of culture the distinction must be made between two general categories:

- Those aspects that emphasize the institution, such as education, government, sports, recreation, and the arts
- Those aspects that emphasize the personal, such as gestures, social customs, and sex roles

Because of the great diversity in the Hispanic world, students must be taught not to conclude that the facets of culture studied are the same in all Spanish-speaking areas.

To demonstrate knowledge and understanding of certain aspects of culture, students should be able to:

- Identify some of the major geographical areas where Spanish is spoken
- Describe the impact of the Spanish culture and language on the United States
- Compare popular sports of Spanish-speaking countries with those of the United States, using this study as a basis for learning about sports such as soccer, jai alai, and bullfighting.
- Identify festivals and holiday customs of Hispanic peoples
- Recognize music typical of Spanish-speaking countries

Learning Activities For Kindergarten

In addition to activities in the basic instructional materials, the teacher may use the following to ensure that children reach the designated objectives:

- Two teams of equal number are selected. The teams form two lines facing one another. The first child holds a ball or a visual representation of the material studied. When everyone is ready, a record or tape is played. The object is passed between the teams until the music stops. Whoever is holding the object must respond to an oral question. If the child answers the question, his or her team receives the point. If the child cannot answer the question, the point goes to the other team. Music that is related in theme to the material studied is preferred.

- After reviewing appropriate vocabulary, such as the vocabulary of food, each child receives a ball of clay. The teacher displays pictures of the items, then instructs the children to mold one of the items from the clay. A time limit is set. When time is called, the children who wish to show their sculptures do so and identify them in Spanish.

- The teacher constructs an "apple tree" of poster board (see Appendix A for instructions) and hangs on the tree as "apples" two illustrations of items to be studied. (Occasionally, one illustration is used.) Two children start the game by standing behind a starting line. The teacher calls out the word or phrase being studied, and the children race to find the picture that illustrates the item. The child who finds it first and brings the "apple" to the teacher receives the point. If the wrong picture is picked, the child is sent back to the tree to hunt for the correct one.

- The teacher and two children are designated as *brujo/a* and *asistentes*, respectively. The witch's house is determined by a line on one side of the classroom. A safety line is drawn on the opposite side. (See Appendix B for diagram.) The children are asked to stand behind the safety line. The witch starts the game by inviting the children to enter the house. When the children reach the house, they ask a pre-determined question. The witch responds to the question in a variety of ways. If the witch answers in a given way (this is decided beforehand and announced to the class), the witch's helpers run to tag two escaping students who will in turn replace them as *asistentes*. For example, if studying greetings, the question is *¿Cómo estás?* and the catch response is *Bien, gracias*. The witch or helpers may say *Así, así; Mal; Muy bien, gracias*, etc. The children are listening for the catch response that will signal their run for the safety line. This activity is ideal for a playground.

- The teacher writes the days of the week on seven paper sacks (adaptations of this activity may be done with other sight vocabulary). Pictures of television characters or objects related to the days (or words) are glued on the sacks. The sacks are lined up in front of the class. The children are asked to put their heads down on their desks and close their eyes. The teacher drops an object into a sack and asks *¿Dónde está*_____? A child is selected to guess, and he or she receives a point if successful. Children from alternate teams follow. If a student forgets the day and merely points to the sack in which he or she believes that the object is hidden, the teacher repeats the word and asks the child to repeat it. Then the teacher checks the bag. Every time there is a wrong guess, the bag is turned down and eliminated as a possibility. (See Appendix C for suggestions.)

- The teacher collects articles of clothing in a big box—trousers, shirts, skirts, gloves, shoes, hats, dresses, belts, shorts, nightgowns, pajamas, scarves, and pants. Collecting two of each item is preferred. The teacher selects one or more students and gives them instructions to put on specific articles of clothing—usually no more than two. The instructions are said once. At a given signal, the children run to the boxes, search for the items of clothing, put them on, and say *listo* or *lista*. If two students compete, award points. If one student is involved, estimate the time it takes that student to be finished.

- The teacher cuts out tagboard circles for patterns. The children will trace, cut out, and color from these patterns later. The circles that the children make will be attached to the head of *Guillermo El Gusano* that the teacher makes beforehand. (See Appendix D for pattern.) The activity starts by having the children color their circles in their favorite color (only one color—no mixing). The head of Guillermo is placed on the top of a door or on a window. The teacher calls out a color. The children who have colored their circle that color step forward to add a part of Guillermo's body. The children watch Guillermo grow and at the same time find out what the class' favorite color is.

- The teacher prepares pictures of faces demonstrating *alegre, triste, aburrido, enojado, avergonzado, sorprendido, preocupado,* and *asustado.* The pictures are numbered and hung in front of the chalkboard. The student, keeping his or her back toward the pictures, draws a number from a bucket. The teacher matches the number to the face, then asks the child to describe the figure. If the child responds correctly, a point is awarded his or her team. After all numbers have been drawn, they are returned to the bucket. If an incorrect response is given, the number remains in the bucket to be drawn again.

- The teacher cuts out and laminates objects related to a lesson unit, e.g., transportation, a holiday, toys. The cut-outs are pinned on a large flannel board. After the children are thoroughly familiar with the objects on the flannel board, one student is asked to turn his or her back on the board while one object is removed. The child is then asked, *¿Cuál objeto ha desaparecido?* The child may study the board for 10 seconds, then he or she tells the class what object is missing. If the child responds correctly, his or her team receives a point. No more than eight objects should be used at a time. New cut-outs may replace old ones occasionally. Another possibility is to build up to eight items.

- Using an inexpensive plastic bowling set with large pins, the teacher tapes pictures of material studied on the back of the pins. The students bowl one at a time. If a student knocks over three pins, he or she identifies the pictures on the pins. Every correct response counts one point. Occasionally, some pins may be starred and the child who knocks down those pins receives free points. If a child misses all pins, the child gets a second chance. If the child misses twice, he or she sits down.

Learning Activities For Grade 1

In addition to activities in the basic instructional materials, the teacher may use the following to ensure that children reach the designated objectives:

- Using laminated pictures, the teacher describes the object or scene in one sentence to the class. The teacher then asks the children to describe the picture. If the lesson involves colors, the teacher shows a picture of an apple and says, *"La manzana es roja. ¿De qué color es la manzana?"* The children respond, *"Roja."* (See Appendix E for suggestions.) The children are then encouraged to draw and color their own versions of the objects studied.

- When learning the vowels and consonants, the teacher introduces each sound or letter by showing a picture of the letter and an object that begins with that sound. The teacher passes out pipe cleaners to everyone in the class and asks them to make their favorite letter of the five learned. Each child stands up and tells the name of his or her letter and the object that starts with that sound. After 10 letters are learned, the class plays *"El Rey de la Montaña."* The teacher gives two students a pipe cleaner each. The teacher calls out a letter, a sound, or a word and the child who first forms the letter, the letter that represents the sound, or the initial letter of the word is the winner. The loser sits down, and the winner who beats the most challengers is *"El Rey de la Montaña."* This activity is sustained until all the letters or sounds are learned. As a culminating activity, the children make a booklet of all the letters and sounds with drawings of objects that represent those sounds. (See Appendix F for suggestions.)

- Using paper dolls or regular dolls, the teacher puts out certain articles of clothing and asks the children for help in dressing the dolls. The teacher says, *"Ana no puede hallar el traje de baño, ¿quién le puede ayudar?"* A student volunteers to find the article and says *"Aquí está el traje de baño."* The student proceeds to put the clothing on the doll. This continues until all items are practiced. A fashion show can be used for reinforcement. The teacher asks the students to bring old clothes from home that their parents no longer wear. The children dress up, model the outfits for the class, and describe them.

- When studying food, the teacher asks the children to draw and color personified versions of the items they have studied, to give them names, and to collect them in a booklet. (See Appendix G for examples.) The teacher uses children's art work for review purposes.

- The children make their own *"Lotería"* cards by cutting out an 8 ½" x 11" piece of white construction or manila paper. The paper is folded four times to form 16 boxes. In eight of the boxes, the children write eight numbers; in the other eight boxes, they draw letters, write familiar words, and draw pictures of objects. (See Appendix H for pattern.)

- The teacher prepares lily pads (*lirios*) from construction paper and attaches pictures of objects, numbers, color swatches, sight words, and scenes. (See Appendix I for pattern.) The teacher explains to the children that they are *ranas* and they do not know how to swim. The *ranas* are trying to get across the pond by jumping from one lily pad to another. Before they can jump on a lily pad, however, they must name the item correctly. If they miss or do not know the answer, they are *sapos*. If they make it all the way across the pond (*estanque*), they receive special recognition.

- The teacher draws a Tic-Tac-Toe grid on the chalkboard. Two children at a time play the game. A determination as to who plays first and who uses *X* and *O* is made by the teacher. The children are asked to earn a turn at the board by:

  - discriminating between minimal pairs
  - relating an oral cue with the appropriate picture
  - answering *sí* or *no* to an oral statement about a picture
  - giving orally the English equivalent of a Spanish word or sentence to show comprehension
  - reciting a short tongue-twister or a stanza from a song or poem
  - generating a line of previously learned dialog when given a visual cue
  - acting out an oral command

  If a wrong answer is given, the other player gets a free mark <u>without</u> answering the question and has a turn at the board.

  More than two players can be involved in actual play if the class is divided into teams and the questions are answered by individuals on the team or by an individual representing the consensus of the team.

- The teacher asks the children to bring gag gifts—articles that are not wanted by the child's family. The gifts are brought wrapped. The teacher numbers them and displays them. The class is then asked to try to acquire the gifts by answering questions correctly. If a child does not respond correctly, another child tries to "win" the package.

- On the chalkboard or on a piece of tag board the teacher draws a football field. An eraser will serve as a football. Two students are selected as team captains. The team captains move the "football" on the field. Half of the class serves on Team A and the other half on Team B. One team is chosen to play first and start the game. The rules of the game are:

  - Team A starts on the goal line.
  - A correct answer is worth 5 or 10 yards depending on the difficulty of the question.
  - An incorrect answer results in no gain of yardage.
  - When a team gets to fourth-down, the player decides to play the down or give up the ball. If he or she chooses to play the down and the player answers correctly, the team gets a first-down and keeps going down the field until another fourth-down situation comes up or a touchdown is made. If the player chooses to "kick" on fourth-down, the ball goes on the opposing team's goal line and that team has to start from that point. If the player chooses to play the down and misses the question, the opposing team takes over at the yard line where the ball was.

- A touchdown is worth six points; an extra-point kick is worth one point. The extra point is awarded if a question is answered correctly.

- The game may last through four quarters or fewer if the teacher wishes. The length of a quarter is determined by the teacher. At the end of regulation time, whoever is ahead wins. In case of a tie, the game goes into overtime. Whichever team scores first (sudden death) is the winner.

- Talking on any team while the ball is in play (question is being asked) constitutes illegal procedure, and the team is penalized 15 yards.

- Repetition is essential when teaching young children. The following ideas are suggested for helping children learn the names of colors but can be modified to reinforce other vocabulary words.

  - Name the color of the pieces of clothing the children are wearing. *"¡Qué bonita te ves en esa blusa colorada!"* If one of the children is wearing something else the same color, point out that they match. *"Tus zapatos son colorados, también."*

  - Find the same color in other places: something someone else is wearing or something in the room. *"Mira, tu hermana lleva una falda colorada."* or *"Veo un diseño colorado en la caja de lápices."*

  - On the way to the lunchroom, playground, or library practice color names with the children. *"Te gusta la ensalada verde?"* or *"La pelota colorada es mi favorita."* or *"El libro azul está allí."*

  - After the children have drawn a picture, point to a color in it: *"¡Qué bonito color anaranjado usaste aquí! ¿Ves este color en otro lugar?"*

Learning Activities For Grade 2

In addition to activities in the basic instructional materials, the teacher may use the following to ensure that children reach the designated objectives:

- For practicing certain structures, the teacher can arrange a guessing game. One child is seated in a chair and blindfolded. A second child is chosen from the group and asked to stand behind him or her. The second child, disguising his or her voice, says *"¿Quién soy yo?"* The child who is blindfolded guesses the Spanish names of children in the classroom. (For a list of names, see Appendix J.) If the blindfolded child wishes to hear the voice again, he or she must say, *"Otra vez"* or a Spanish equivalent. Three incorrect guesses or going beyond a prescribed time limit means getting another child to guess. If the right name is guessed, another child comes up and tries to "stump" the guessing student. In addition to guessing names, the children could guess foods while they review colors, e.g.:

  Q: *Soy amarillo, ¿quién soy yo?*
  R: *Platano.*

- The teacher employs commands to teach some structures. Initially, the teacher gives the student a command, e.g., *Juan, levántate, por favor.* The student acts out the teacher's request and waits for another command. (See Appendix K for a list of suggested structures.) The teacher may choose to call on two students at a time and alternate commands.

- The class presents a play. The teacher may choose a play that contains speaking parts for every child and an opportunity for everyone to plan and build props or a play that contains speaking parts for a few students with the responsibility for the sets placed on the remaining students. In either case, a careful organization of time is necessary. The procedure to follow includes these steps:

  - Teach the play through a flannel board presentation, a puppet show, a filmstrip, or a recording.
  - Discuss the story-line, sequence of scenes, and lines of dialog.
  - Introduce key Spanish words and phrases.
  - Read the lines in a scene of appropriate length and give their English approximations.
  - Assign the speaking parts.
  - Rehearse the play by having the teacher model the reading of the lines for the children.
  - Acquire props and build scenery.
  - Present the play to other classes or to parents.
  - Videotape the play.

- Children can acquire new structures through songs. Echo singing, a variation for learning a song, consists of the teacher singing a phrase and the children echoing it. After the class has learned the song, the teacher may have the boys echo the girls, one side of the room echo the other, or a student lead with other students echoing. Example (T-teacher, C-class):

  T *¡Este es!*
  C *¡Este es!* (echo)
  T *¡Mírenlo!*
  C *¡Mírenlo!* (echo)
  T *Mi muñeco blanco.*
  C *Mi muñeco blanco.* (echo)
  T *¡Este es!*
  C *¡Este es!* (echo)
  T *¡Mírenlo!*
  C *¡Mírenlo!* (echo)
  T *Sí, sí, sí, sí, sí*
  C *Sí, sí, sí, sí, sí* (echo)
  T *¡Qué lindo es!*
  C *¡Qué lindo es!* (echo)
  T *¡Es de pura nieve!*
  C *¡Es de pura nieve!* (echo)
  T *¡Qué lindo es!*
  C *¡Qué lindo es!* (echo)
  T *¡Es grande también!*
  C *¡Es grande también!* (echo)

- Items in a series can be learned through rhythm. The alphabet, numbers, and days of the week are chanted by the teacher in rhythm and the children mimic the rhythmic pattern. Examples of alphabet rhythms:

  • *a, b, c, ch,*
  d, e, f, g,
  h, i,
  j, k,
  l, ll,
  m, n,
  ñ, o
  p, q,
  r, rr,
  s, t,
  u, v,
  w,
  x,
  y,
  z

- a, b, c, ch,
  d, e, f, g,
  h, i, j, k,
  l, ll, m, n,
  ñ, o,
  p, q,
  r, rr, s, t,
  u, v,
  w,
  x,
  y,
  z

- Storytelling is a way for children to learn new structures and to reinforce those they have already learned. The teacher may choose a story the children already know. If the children are unfamiliar with the story, the teacher does the following:

  - introduce the story in English on a flannel board, with puppets, and/or with flash cards
  - introduce key Spanish words in the text
  - tell the story, using the suggested props
  - have the children practice the sequence of events by manipulating the flash cards in correct order
  - retell the story allowing some of the children to produce sound effects or to say some of the dialog lines

  Examples of stories to use:

  "La granja pequeña"
  "Grillos y ranas"
  "El paraguas rojo"

- Jokes, anecdotes, or amusing stories provide children the opportunity to see familiar structures in a different format. A joke can be presented to the children with the help of appropriate props. Example:

  Utilería: bigote, moño para la dama, corbata (folded piece of paper)

  Villain: *¡Pague la renta!*

  Lady in distress: *¡No puedo! ¡No tengo dinero!*

  Villain: *¡Pague la renta o se va a la calle!*

  Lady in distress: *¡No puedo! ¡No puedo!*

  Hero: *¡Yo pagaré la renta!*

  Lady in distress: *¡Mi héroe!*

Villain: *¡Maldiciones! ¡Frustrado otra vez!*

- Counting by odd or even numbers is an activity that reinforces the students' familiarity with numbers. A game called *"Pares o nones"* can be used for this purpose. The teacher first places a bowl on a table that contains beans equal to the numbers the children have learned. Child 1 takes a few beans from the bowl and asks Child 2, *¿Le vas pares o nones?"* Child 2 answers, *"Le voy pares"* or *"Le voy nones."* Child 1 says, *"Voy a contarlos"* and proceeds to count the beans by pairs: *dos, cuatro, seis, ocho,* etc. or *uno, tres, cinco, siete,* etc. Child 1 declares Child 2 a winner by saying, *"Le vas pares; tú ganas"* or *"Le vas nones; tú ganas."* If Child 2 does not guess the number, Child 1 says, *"Lo siento, tú pierdes."* The game goes on as the winner assumes the role of Child 1 and asks other children to guess the number of beans in the bowl.

- Using a table setting is one way to help children learn words that name places.

  - Put the plates on a table. Then, ask the children to help by setting:

    - *un cuchillo al lado de cada plato*
    - *un tenedor al otro lado de cada plato*
    - *una servilleta bajo cada tenedor*
    - *un vaso sobre cada plato*

  - Additional practice with these words can be provided children as you request that they put:

    - *el libro en el pupitre*
    - *las pinturas al lado del fregadero*
    - *la tiza bajo la bandera*

- Play *"El juego de la silla."* Set a chair in the middle of the room and ask the children:

  ¿Puedes ponerte detrás de la silla?
  ¿Puedes ponerte debajo de la silla?
  ¿Puedes ponerte al lado de la silla?
  ¿Puedes ponerte enfrente de la silla?
  ¿Puedes ponerte en la silla?

- Play *"¿Dónde está el botón?"* Tell the children to put the button:

  encima del escritorio
  debajo de la mesa
  detras de la silla

  Another time you might play this game with a penny (*un centavo*), a spoon (*una cuchara*), a bottle cap (*un tapón*), or a pencil (*un lápiz*).

- Talk about what is happening as you demonstrate a fairly common everyday experience, e.g., scrambling eggs, polishing shoes, or brushing teeth. Point out features about the action.

  Example: *"Huevos revueltos"*

  1. Show the children an unbroken egg and ask what it is called.

  2. Break the egg into a dish and help them to name the two parts: *"la yema"* and *"lo blanco."*

  3. Let the children take turns beating the egg and talk about the action and how it has changed the egg from two parts to one.

  4. Cook the egg, talking to the children about stirring (*meneando*), cooking (*cociendo* or *guisando*), and scrambling (*revolviendo*).

  5. Ask the children for observations:

     ¿Cómo se ve ahora?
     ¿Está todavía suelto?
     ¿Está todavía amarillo?

  6. Let the children eat the scrambled egg.

  7. There are many ways to cook eggs. Try the following the next time:

     - *huevos hervidos*
     - *huevos volteados*
     - *ensalada de huevo*
     - *tortilla de huevo*
     - *huevos pasados por agua*
     - *huevos escalfados*
     - *huevos batidos*

- Gather the children for storytelling. Let them sit on the floor or on a rug. Choose a children's storybook with attractive pictures and with vocabulary already familiar to the children. Ask a few questions as you go along:

  Ahora, ¿qué pasa?
  ¿Qué ves en esta página?

  Stop to explain words you think the children might not know. When the story is over, talk about how the people in the book were feeling. Go back and find the part you or the children like best. In addition to books you can choose greeting cards, letters from friends and family, and newspaper comics in Spanish to read.

Culture Appreciation Activities For Kindergarten-Grade 2

In addition to activities in the basic instructional materials, the teacher may use the following to ensure that children reach the designated objectives:

- Using some of the actual steps of a Hispanic dance or of easier versions, the teacher introduces a dance to the class. The teacher may choose to teach a routine to the class or to teach a step that the children can use to accompany a piece of contemporary Hispanic music. Examples:

  (Routine) *"La Raspa"*
  (Dance Step) Cumbia
  Cha - cha - cha

- As a culminating activity to a study unit on history or the arts, the teacher can plan a *fiesta*. The purpose may be to perform the dances that the children have learned, to display the work that the children have done, or to sample Hispanic foods that parents or the school cafeteria staff have prepared. The children are asked to dress up in Mexican (Spanish, Peruvian, etc.) costumes. The costumes may consist of: (girls) long dress or long skirt and blouse, sandals, flowers for the hair, earrings, bracelets, necklaces, shawl, make-up; (boys) white pants or any dress pants, white shirt or light-colored shirt, red handkerchief around the neck, red (or any other bright color) sash around waist, sombrero, dress shoes, moustache and sideburns (drawn with eyebrow pencil). After the performance or exhibit, the children may break a *piñata*.

- A broader understanding of a culture may be presented through a multidisciplinary approach. Special area teachers (music, art, and physical education) may present cultural material. Areas for study might include any of the following: language(s), housing, food, clothing, arts and crafts, music, dance, religion, monetary system, children's interests, activities and games, geography, weather, flags, population, folklore.

- The Hispanic influence in Texas can be taught with a map activity. The teacher draws an outline map of Texas and pinpoints with numbers four or five place names of Spanish origin. (See Appendix L for map outline.) The places on the map should be spread out for easy visibility. The children are asked to identify the places on their mimeographed copies of the map and to label them. When the students have finished locating the places, they color the map.

- The teacher plays recordings of folk songs for the children to learn the background, words, and music. Singing can be a group activity with emphasis on language and culture rather than on performance.

- The teacher provides the children with information about holidays. Based on the information given by the teacher or facts acquired by the children from other sources—library, home, other teachers—the children contrast the observance of Hispanic holidays such as Christmas and Halloween (*Día de los Muertos*) with the same ones in the United States. Activities related to celebrations can include music, dances, food, and costumes.

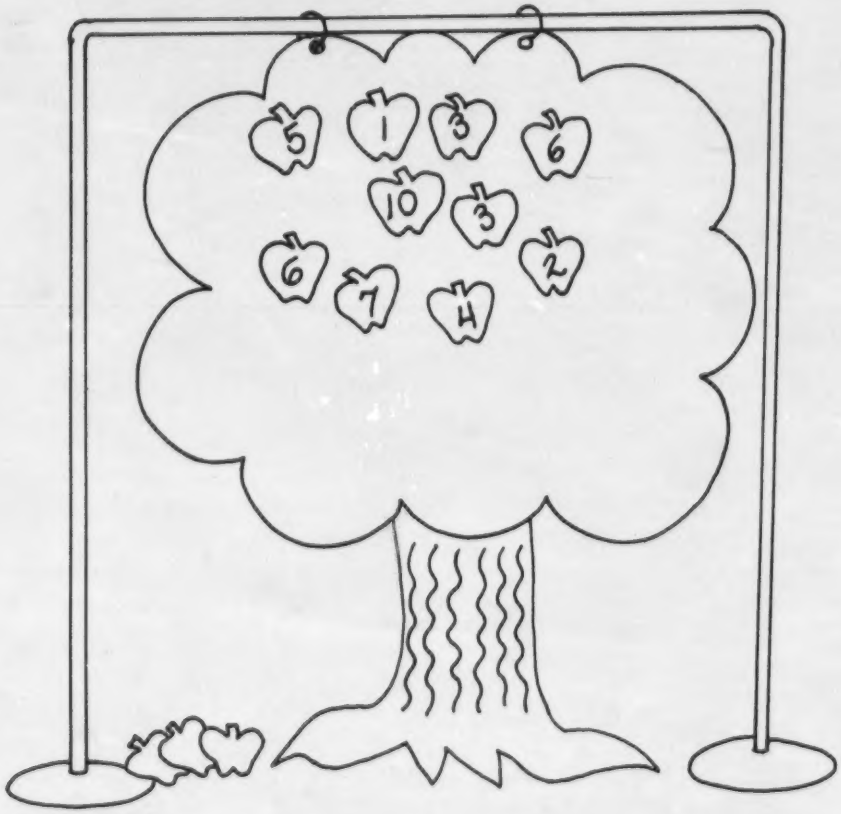
- The teacher can plan and conduct field trips to museums, historical sites, and art exhibits.
- The teacher collects materials and prepares bulletin boards on cultural topics.
- The teacher has the children learn to make Hispanic arts and crafts, e.g., *piñatas, ojos de Dios,* Christmas tree ornaments, greeting cards, *cascarones,* puppets, or art projects with Hispanic themes. (See Appendix M for art projects that can be adapted to Hispanic themes.)
- The teacher provides a recipe and ingredients for a traditional Hispanic food. Many easy recipes are available in early childhood activity books, e.g., *tortillas, chocolate,* and *empanadas.* Measuring cups and spoons, bowls, and ingredients are distributed so that teams of two or three children can work together. The children follow the recipe, including measuring, mixing, cutting, kneading, cooking. For younger children, make a chart of the steps using pictures or examples. Older children can work from written recipes. (See Appendix N.)

Appendixes

Appendix A*

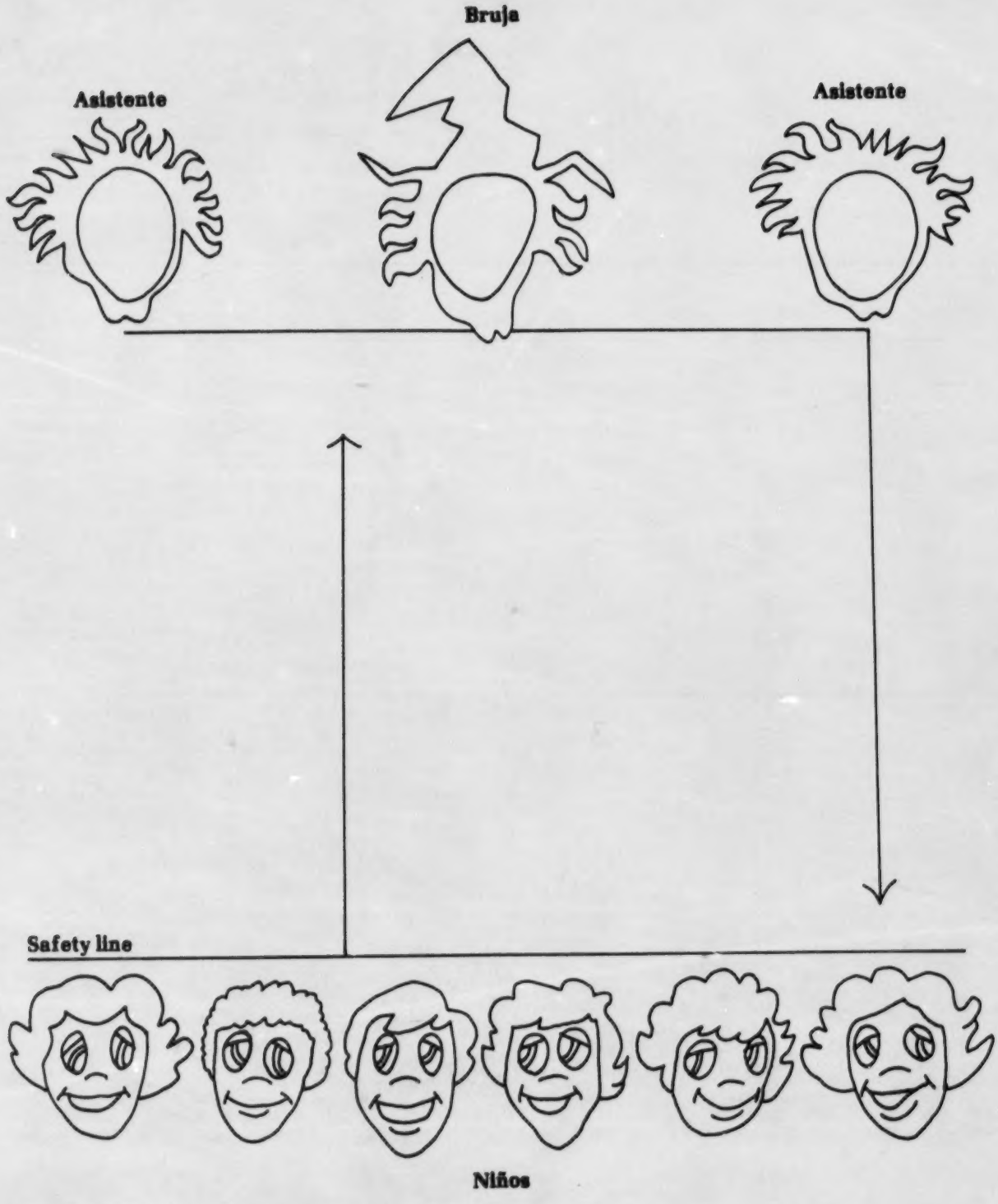
Instructions for making a *manzano:*

1. Cut a tree shape out of large pieces of white poster board.
2. Color the tree with crayons.
3. Punch two holes at the top of the tree to use in hanging it.
4. Slit five-inch horizontal lines on the green part of the tree to use for inserting the construction paper apples.
5. Hang the *manzano* on a reading chart stand.



*See page 11.

Appendix B*



*See page 11.

Appendix C*

Sight vocabulary word groups:

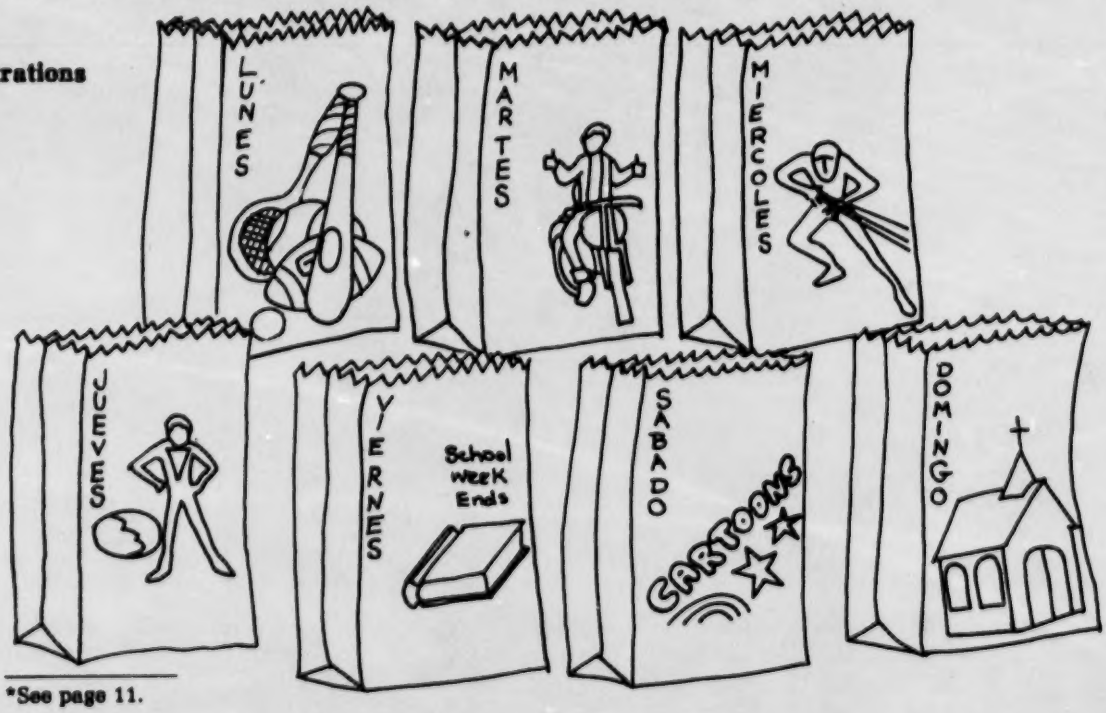
- names
- color words
- number words
- holidays
- days of the week
- months of the year
- abbreviations
- contractions
- words from high frequency lists
  —Juilland, A. and Chang-Rodríguez, E. *Frequency Dictionary of Spanish Words*. The Hague: Mouton, 1964.

  —García-Hoz, Victor. *Vocabulario Usual, Vocabulario Común y Vocabulario Fundamental*. Madrid: Consejo Superior de Investigaciones, Instituto "San José de Colasanz," 1953.

Sample teacher-pupil exchange:

T *¿Dónde está el lápiz?*
P *Está en la bolsa del miércoles.*
T *Vamos a ver. Sí, el lápiz está en la bolsa del miércoles.*
or
T *Vamos a ver. No. ¡Qué lástima! El lápiz no está en la bolsa del miércoles.*

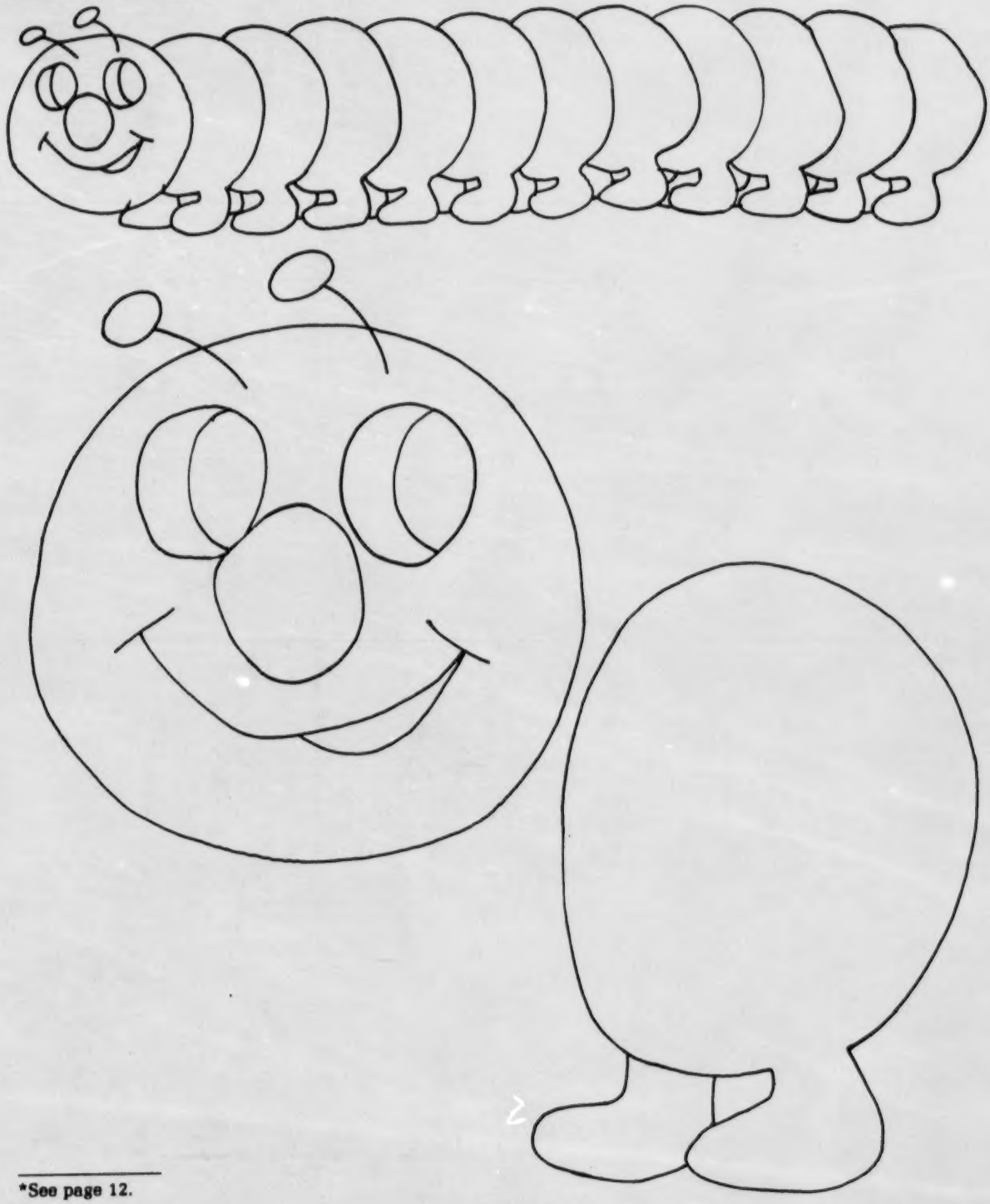
Illustrations



*See page 11.

Appendix D*

Guillermo el Gusano



*See page 12.

Appendix E*

Further suggestions:

Color—
El pájaro es amarillo.
El elefante es gris.
La muñeca es café.
La mariposa es anaranjada.
El pescado es azul.
El hombre de nieve es blanco.
Las uvas son moradas.
La pelota es verde.
La flor es color de rosa.

Tamaño—
El elefante es muy grande.
El caballo es grande.
El pájaro es pequeño.
El pescado es pequeñito.
El índice es largo.
El pulgar es corto.
La calle es ancha.
La banqueta es estrecha.
El árbol es alto.
El arbusto es chaparro.

Forma—
La naranja es redonda.
La caja es cuadrada.

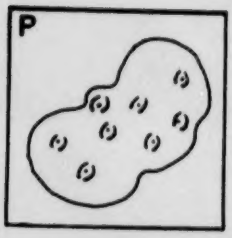
*See page 13.

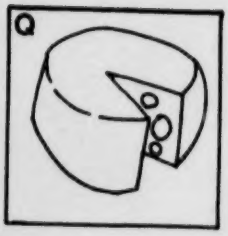
Appendix F*

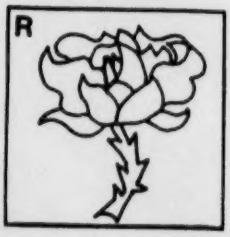
Further suggestions:

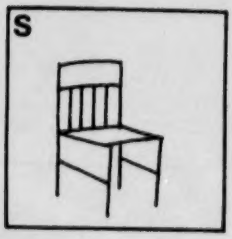
Letras—

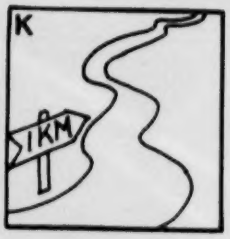
*See page 13.

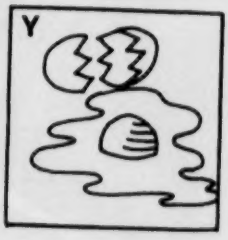




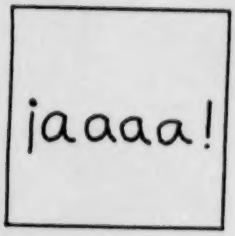


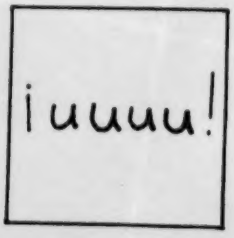




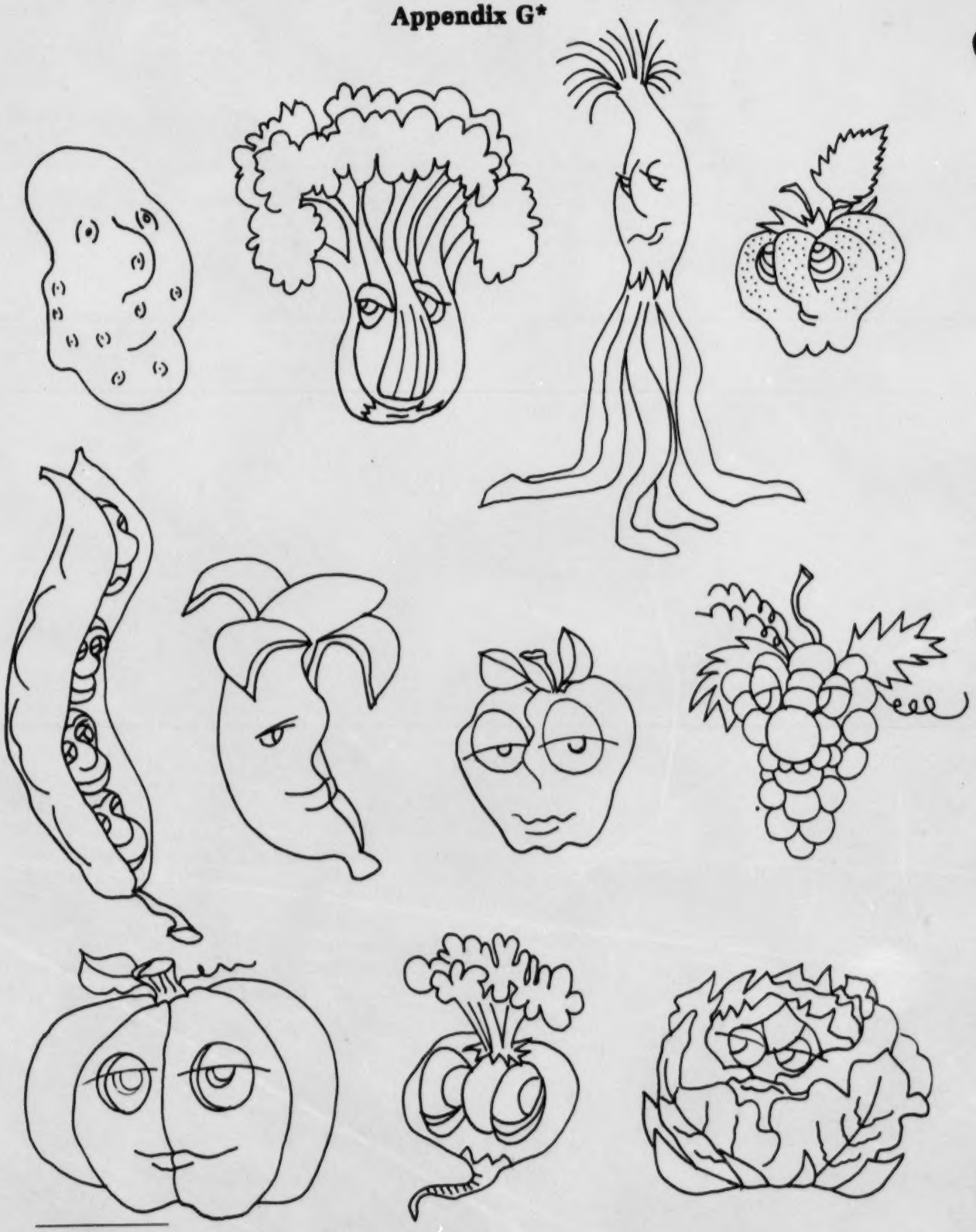


Sonidos—





Appendix G*

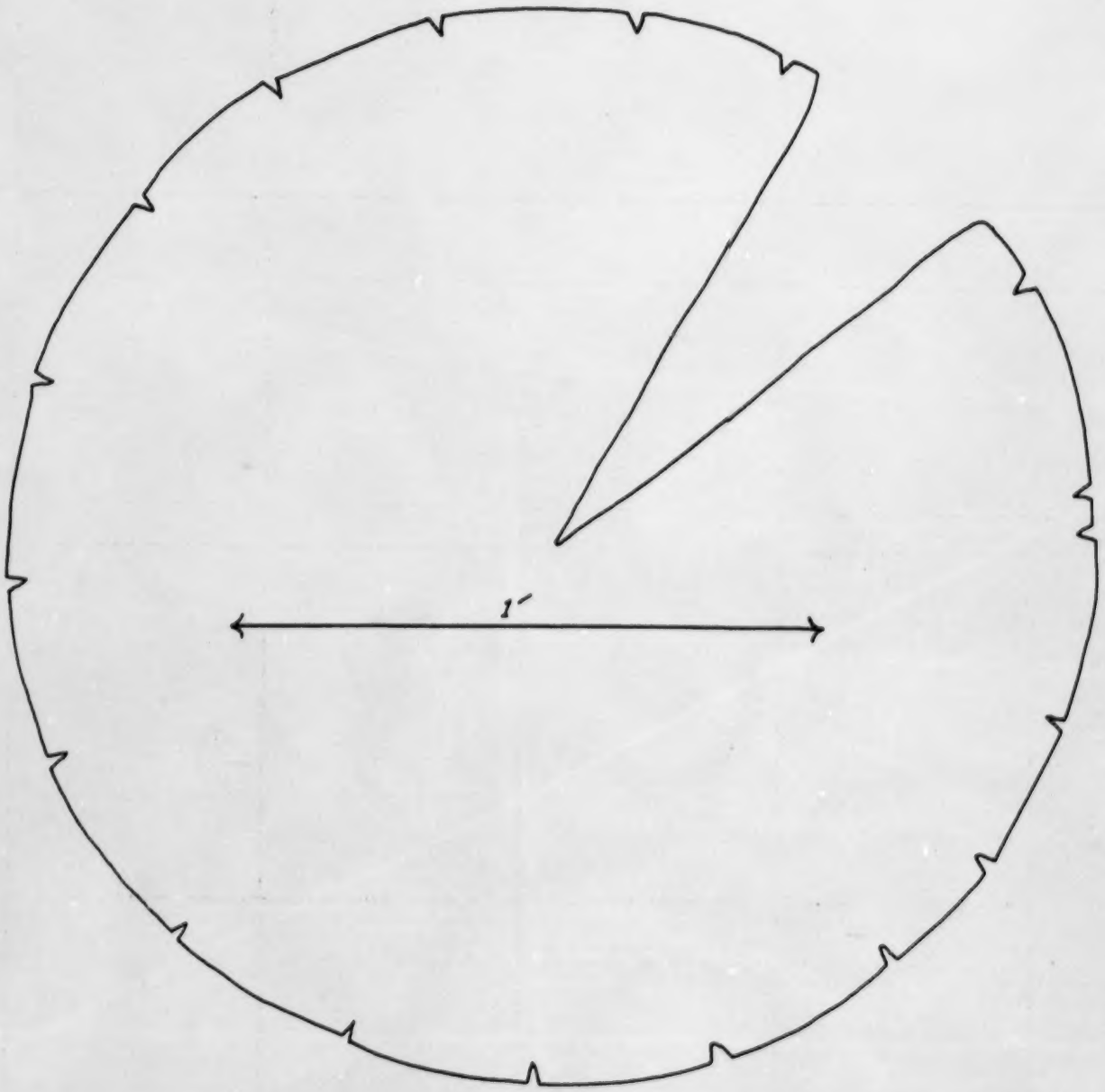


*See page 13.

Appendix H*

*See page 13.

Appendix I*



*See page 13.

Appendix J*

Nombres de muchachos:

Alan, Allen—*Alano*
Albert—*Alberto*
Alexander—*Alejandro*
—*Alfonso*
Alfred—*Alfredo*
Alonzo—*Alonso*
Andrew—*Andrés*
—*Angel*
Anthony—*Antonio*
—*Armando*
Arthur—*Arturo*
Benjamin—*Benjamín*
Bernard—*Bernardo*
Charles, Carl—*Carlos*
Claude—*Claudio*
Christopher—*Cristóbal*
Daniel, Dan,Danny—*Daniel*
David—*David*
—*Domingo*
Edmond—*Edmundo*
Edward—*Eduardo*
—*Eliseo*
—*Emilio*
Harry, Henry—*Enrique*
Ernest—*Ernesto*
Stephen, Steve—*Estéban*
Eugene—*Eugenio*
—*Eusebio*
Frederick—*Federico*
Philip—*Felipe*
Ferdinand—*Fernando*
Francis, Frank—*Francisco*
Gabriel—*Gabriel*
Gilbert—*Gilberto*
Gregory—*Gregorio*
William, Bill—*Guillermo*
—*Gustavo*
Herbert—*Heriberto*
Homer—*Homero*
Hugh-*Hugo*
—*Ignacio*
James—*Jaime, Diego*
—*Javier*
Jesse—*Jesús*
—*Joaquín*
George—*Jorge*
Joseph, Joe—*José*
John, Jack—*Juan*
Julian—*Julián*
Leon, Leo—*Leon*
Leonard—*Leonardo*
Lawrence, Larry—*Lorenzo*
—*Lucio*
Louis—*Luis*
Manuel—*Manolo*
Mark—*Marcos*
—*Mario*
Martin—*Martín*
Matthew—*Mateo*
Maurice—*Mauricio*
Michael—*Miguel*
—*Nacho*
Nicholas, Nick—*Nicolás*
Paul—*Pablo*
Frank—*Paco*
—*Pancho*
—*Paquito*
Patrick—*Patricio*
Peter—*Pedro*
Joe, Joey—*Pepe*
Ralph—*Rafael*
Raymond—*Ramón*
—*Raúl*
Ronald—*Renaldo*
Richard—*Ricardo*
Robert—*Roberto*
Rudolph—*Rodolfo*
Roger—*Rogelio*
Roland—*Rolando*
Samuel, Sam—*Samuel*
Theodore, Ted—*Teodoro*
Thomas, Tom—*Tomás*
Vincent—*Vicente*
Victor—*Victor*

Nombres de muchachas:

Adele—*Adela*
Alice—*Alicia*
Alma—*Alma*
Amy—*Amalia*
Ann, Hannah—*Ana*
—*Andrea*

*See page 16.

Anita, Annie—*Anita*
Toni—*Antonia*
—*Aurelia*
—*Azucena*
Barbara—*Bárbara*
Beatrice—*Beatriz*
Beth—*Belita*
Bertha—*Berta*
Blanche—*Blanca*
Charlotte—*Carlota*
—*Carmen*
Caroline—*Carolina*
Cathleen—*Catalina*
—*Cecilia*
—*Celia*
—*Concha, Conchita*
Constance, Connie—*Consuelo*
Christine—*Cristina*
—*Chavela*
Debra, Deborah—*Debra*
Diane, Dina—*Diana*
—*Dolores*
Dorothy—*Dorotea*
Helen, Ellen—*Elena*
Elise—*Elisa*
Emma—*Ema*
Emily—*Emilia*
Henrietta—*Enriqueta*
Estelle—*Estela*
Hope—*Esperanza*
Esther—*Ester*
Eugenia—*Eugenia*
Eva, Eve—*Eva*
—*Felisa*
Florence—*Florencia*
Frances—*Francisca*
Gertrude—*Gertrudis*
Gloria—*Gloria*
Grace—*Graciela*
—*Guadalupe, Lupe*
Inez, Agnes—*Inés*
Irene—*Irene*
Elizabeth—*Isabel*
Josephine—*Josefa, Josefina*
Jane, Joan, Jacqueline—*Juana*
Jackie, Janie, Joanie—*Juanita*
Julia, Julie, Judy—*Julia*
Laura—*Laura*
Eleanor, Leonora—*Leonor, Leonora*
Lucy—*Lucía*
Louise—*Luisa*
Magnolia—*Magnolia*
—*Manuela*
Margaret, Peggy—*Margarita*
Mary, Marie—*María*
Mary Elizabeth, Marybeth—*María Isabel*
Marianne—*Mariana*
—*Marisol*
Martha—*Marta*
Matilda—*Matilde*
Mercedes, Mercy, Marcy—*Mercedes*
Fanny—*Panchita*
—*Paquita*
Patricia—*Patricia*
Pearl—*Perla*
—*Pilar*
—*Ramona*
Rachel—*Raquel*
Rose, Rosa—*Rosa*
Rosemary, Rose Marie—*Rosa María*
—*Rosalía*
Rosalind—*Rosalinda*
Rosie—*Rosita*
Sara—*Sara*
Sylvia—*Silvia*
Sophie—*Sofía*
Susan—*Susana*
Theresa—*Teresa*
Vickie—*Victoria*
Violet—*Violeta*
Virginia—*Virginia*

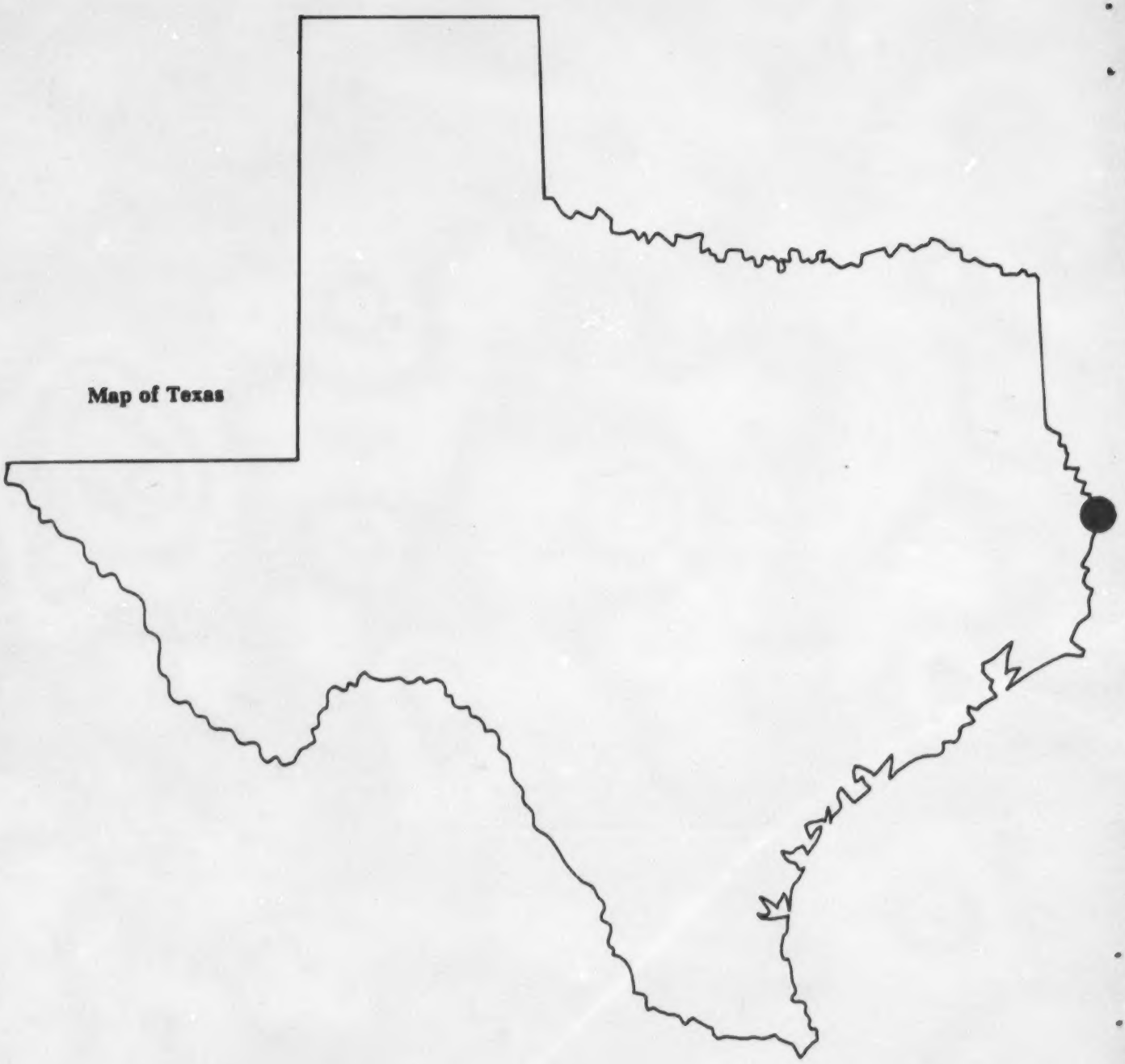
Appendix K*

Directed responses:

Ven acá.
Ve a la puerta de la clase.
Siéntate.
Ve a la ventana.
Ve al asiento de Carlos.
Ve a la pizarra.
Tráeme la tiza.
Abre la puerta.
Cierra la puerta.

*See page 16.

Appendix L*



Map of Texas

*See page 21.

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Appendix M*

Proyectos de artesanía

Mobiles

magazine illustrations
pictures from old books
catalog illustrations
postcards
individual designs

} Some or all of these may be used.

black thread or monofilament
dowels or #7 wire

Balance the cutouts from the bottom up, using as many layers as desired.

Mural

tempura or acrylic paints
colored chalk, crayons, or felt markers
pencils
scissors
glue or paste
butcher paper
construction paper
different types of scraps

Cut the butcher paper to the desired size of the mural. Tack the paper to the wall or stretch it out on the floor. Protect the area around the mural from overflowing paint. Glue cutout pictures after the background is finished. Use other items for an interesting effect, e.g., cotton used for clouds.

Use: Since a mural tells a complete story in a single picture, the children can express their own ideas and feelings about a story read, or a poem learned.

Collage

A collage is a design made by placing objects in a pleasing manner. These objects are related... cloth, lace rickrack, gift wrap, cellophane, etc. Pieces overlap. Different arrangements might be considered before anything is glued down. A spray with a plastic coating may be used for protection and durability.

Use: When studying certain countries, children might want to make a collage depicting different regional costumes, foods, products, or sports.

*See page 22.

Mosaic

A mosaic is a design made from tiny pieces of paper, torn or cut; seeds, gravel, broken glass, or other objects can be used. In a mosaic, the picture is drawn beforehand and outlined with cord.

Use: Scenes from stories lend themselves to illustration with a mosaic.

Appendix N*

Recetas fáciles

Dulce de cacahuate

1 cup raw peanuts
1 cup white corn syrup
1 cup sugar
1 teaspoon baking soda

Brown the sugar, corn syrup, and peanuts over low heat; add baking soda and put it on a metal sheet, previously greased. Cool.

Dulce de leche

2 cups granulated sugar
¾ cup milk
½ teaspoon baking soda
1 tablespoon butter or margarine
1½ teaspoons vanilla
1½ cups pecans

Put sugar, milk, and soda in saucepan and cook until it forms a soft ball in cold water, about 13-15 minutes. Remove from heat and add butter, vanilla, and pecans, and beat until thick and creamy. Drop by teaspoonfuls on wax paper sprinkled with salt. (Use a large saucepan as candy foams.) Let cool and store in candy box or jar.

Migas

1 corn tortilla
1 egg
1 tablespoon oil
salt and pepper

Heat oil in pan. Cut tortilla into bite-size pieces. Add to oil and cook until almost crisp. Add the egg, mix together, and season with salt and pepper. Serves one person.

Ensalada Mejicana

1 head lettuce, shredded
1 pound ground beef
½ cup chopped onion (optional)
2 tomatoes, sliced
1 medium package taco-flavored corn chips

*See page 23.

1 pound sharp cheese, grated
1 medium can kidney beans, drained

Sauté meat and drain. Mix all other ingredients. Add cheese last just before serving. Add a little taco sauce to taste.

Guacamole

1 ripe avocado
1 medium tomato, finely chopped
½ teaspoon garlic salt
1 teaspoon oil
mayonnaise
lemon juice to taste
salt

Mash avocado with fork until smooth. Add next three ingredients and mayonnaise to make a paste. Season to taste.

Torta

1 bolillo, cut lengthwise and buttered

ham
cheese
avocado
tomato
lettuce
chicken
tuna

} Use any of these ingredients for a filling.

Chocolate Mejicano

3 cups water
¾ cup granulated sugar
1 stick cinnamon
2 tablespoons unsweetened cocoa
1 tall can evaporated milk

Combine first three ingredients and simmer for a few minutes. Mix cocoa and milk and add to the cinnamon tea. Heat thoroughly. Beat hot liquid and serve with marshmallows.

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.